

Kindergarten ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
	Reading		
	1. Develop and apply skills to the reading process.		
R.1.A	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)		
	With assistance, develop and demonstrate reading skills in response to read alouds by:		
K.R.1.A.a	a. predicting what might happen next in a text based on the cover, title, and illustrations	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.R.1.A.b	b. asking and responding to questions about texts read aloud	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
K.R.1.A.c	c. retelling main ideas or important facts from a read aloud or familiar story	RL.K.2	With prompting and support, retell familiar stories, including key details.
K.R.1.A.d	d. connecting the information and events of a text to experiences		
K.R.1.A.e	e. recognizing beginning, middle, and end	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
R.1.B	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)		
	With assistance, develop an understanding of vocabulary by:	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
K.R.1.B.a	a. identifying and sorting pictures of objects into conceptual categories	L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
K.R.1.B.b	b. demonstrating understanding of opposites (antonyms)	L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
K.R.1.B.c	c. distinguishing meaning between verbs describing the same action	L.K.5.d	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
K.R.1.B.d	d. using a picture dictionary to find words		
K.R.1.B.e	e. use words and phrases acquired through conversations, reading and being read to and responding to texts	L.K.6	Use words and phrases acquired through conversations, reading and being read to and responding to texts
R.1.C	C. Making Connections (6-12 Correlation Reading Literary 3B)		
	With assistance, determine connection between:		
K.R.1.C.a	a. text to self (text ideas and own experiences)		
K.R.1.C.b	b. text to text (text ideas including similarities and differences in fiction and nonfiction)	RL.K.9 RI.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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R.1.D	D. Independent Text (No 6- 12 Correlation)		
	Read independently for sustained periods of time by:		
K.R.1.D.a	a. engaging with text as developmentally appropriate	RL.K.10 RI.K.10	Actively engage in group reading activities with purpose and understanding.
	2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.		
R.2.A	A. Fiction (6-12 Correlation Reading Literary 1A)		
	With assistance, read, infer and draw conclusions to:		
K.R.2.A.a	a. identify elements of a story, including setting, character, and key events	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
K.R.2.A.b	b. retell a main event from a stories read aloud and familiar stories	RL.K.2	With prompting and support, retell familiar stories, including key details
K.R.2.A.c	c. recognize sensory details and reoccurring phrases		
K.R.2.A.d	d. recognize different types of texts	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
K.R.2.A.e	e. name author and illustrator of a story and describe how each is telling the story	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K.R.2.A.f	f. compare and contrast adventures of characters in familiar stories	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
K.R.2.A.g	g. ask and answer questions about unknown words in text	RL.K.4	Ask and answer questions about unknown words in a text.
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A, 2C)		
K.R.2.B.a	With assistance, read, infer and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	RF.K.2.a	Recognize and produce rhyming words.
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)		
K.R.2.C.a	With assistance, read, infer and draw conclusions to: a. identify characters in a puppet play or performance by actors	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
	3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.		
R.3.A	A. Text Features (6-12 Correlation Reading Informational 1A, 1C)		
	With assistance, read, infer and draw conclusions to:		

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K.R.3.A.a	a. identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or ideas in the text an illustration depicts).
K.R.3.A.b	b. use titles and illustrations to make predictions about text	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
K.R.3.A.c	c. identify text features	RI.K.5	Identify the front cover, back cover, and title pages of a book
K.R.3.A.d	d. identify the meaning of environmental print		
R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)		
K.R.3.B.a	With assistance, read, infer and draw conclusions to: a. respond to examples of sensory details		
R.3.C	C. Text Structures (6-12 Correlation Reading Informational 2A)		
	With assistance, read, infer and draw conclusions to:		
K.R.3.C.a	a. ask and answer questions to clarify meaning	RI.K.1	With prompting and support, ask and answer questions about key details in a text.
K.R.3.C.b	b. identify basic similarities and differences between two texts on the same topic	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K.R.3.C.c	c. name the main topic and recall key details of the text	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
K.R.3.C.d	d. ask and answer questions about unknown words in a text	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)		
	With assistance, develop an awareness of media literacy by:		
K.R.4.A.a	a. identifying different forms of media		
K.R.4.A.b	b. identifying techniques used in media		
	Reading Foundations		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	Develop print awareness in the reading process by:		Demonstrate understanding of the organization and basic features of print.

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K.RF.1.A.a	a. identifying all upper and lower case letters	RF.K.1.d	Recognize and name all upper and lower case letters of the alphabet
K.RF.1.A.b	b. sequencing the letters of the alphabet		
K.RF.1.A.c	c. demonstrating books are read left to right, top to bottom	RF.K.1.a	Follow words from left to right, top to bottom, and page by page.
K.RF.1.A.d	d. demonstrating that written words are made up of different letters	RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.1.A.e	e. knowing that a sentence is comprised of a group of words separated by spaces	RF.K.1.c	Understand that words are separated by spaces in print.
K.RF.1.A.f	f. demonstrating one-to-one correspondence between spoken words and written words	RF.K.1.a	Follow words from left to right, top to bottom, and page by page.
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	Develop phonemic awareness in the reading process by:	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
K.RF.2.A.a	a. identifying sounds in spoken words		
K.RF.2.A.b	b. producing rhymes in response to spoken words	RF.K.2.a	Recognize and produce rhyming words.
K.RF.2.A.c	c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs	RF.K.2.a	Recognize and produce rhyming words.
K.RF.2.A.d	d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound		
K.RF.2.A.e	e. blending spoken onsets and rimes to form simple words	RF.K.2.b RF.K.2.c RF.K.2.e	b. Count, produce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. e. Add or substitute individual words (phonemes) in simple, one-syllable words to make new words.
K.RF.2.A.f	f. blending spoken phonemes to form one syllable words	RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
K.RF.2.A.g	g. isolating the initial, medial and final sounds in spoken words	RF.K.2.d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme
K.RF.2.A.h	h. segmenting spoken words into 2 or 3 phonemes	RF.K.2.d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.

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K.RF.3.A.a	a. producing and writing letter(s) for most short vowel and consonant sounds	RF.K.3.a	Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
		L.K.2.c RF.K.3.b	Write letter or letters for most consonant and short vowel sounds. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
K.RF.3.A.b	b. reading high frequency words	RF.K.3.c	c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
K.RF.3.A.c	c. blending letter sounds to decode simple words	RF.K.2.c	c. Blend and segment onsets and rimes of single syllable spoken words.
K.RF.3.A.d	d. recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words	RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
K.RF.4.A	Read with support, appropriate texts with purpose and understanding.	RF.K.4	Read emergent-reader texts with purpose and understanding.
	Writing		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
K.W.1.A.a	Follow a writing process, with assistance, to generate a writing plan through: a. using pictures, oral language or written letters and/or words		
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
K.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: a. sequencing the actions or details through letters, words, and pictures		
W.1.C	C. Revise/Edit (6-12 Correlation Writing 3A)		
	Reread, revise, and edit drafts, with assistance from adults/peers, to:	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.1.C.a	a. respond to questions and suggestions, adding details to strengthen writing	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.1.C.b	b. edit by leaving spaces between words in a sentence	RF.K.1.c	Understand that words are separated by spaces in print.

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W.1.D	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)		
K.W.1.D.a	With assistance from adults/peers: a. explore a variety of conventional/digital tools to produce and publish writing	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	2. Compose well-developed writing texts for audience and purpose.		
W.2.A	A. Opinion/Argumentative (6-12 Correlation Writing 2A)		
	With assistance, draw/write opinion texts that:	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).
K.W.2.A.a	a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).
K.W.2.A.b	b. give logical reasons for suggesting that others follow a particular course of action or line of thinking		
K.W.2.A.c	c. use words that are related to the topic		
W.2.B	B. Informative/Explanatory (6-12 Correlation Writing 2A)		
	With assistance, draw or write informative/ explanatory texts that:	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.2.B.a	a. use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.2.B.b	b. use words that are related to the topic		
W.2.C	C. Narrative/Literary (6-12 Correlation Writing 2A)		
	With assistance, draw or write fiction or non-fiction narratives and poems that:	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
K.W.2.C.a	a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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K.W.2.C.b	b. tell the reader about a character or personal event	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
K.W.2.C.c	c. place events in the order they occurred	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
K.W.2.C.d	d. use words that are related to the topic		
K.W.2.C.e	e. provide a reaction to what happened in the events	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	3. Gather, analyze, evaluate and use information from a variety of sources		
W.3.A	A. Research Process (6-12 Correlation Writing 1A)		
	With assistance, apply research process to:	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
K.W.2.A.a	a. generate a list of open-ended questions about topics of class interest		
K.W.2.A.b	b. decide what sources or people in the classroom, school, library, or home can answer their questions		
K.W.2.A.c	c. gather evidence from sources	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.2.A.d	d. use pictures in conjunction with writing when documenting research		
	Language		
	1. Communicate using conventions of English language		
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:	L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
K.L.1.A.a	a. identify naming words (nouns) and action words (verbs)	L.K.1.b	Use frequently occurring nouns and verbs.
K.L.1.A.b	b. use plural nouns when speaking	L.K.1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
K.L.1.A.c	c. express time and space	L.K.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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K.L.1.A.d	d. demonstrate the use of complete sentences in shared language activities	L.K.1.f	Produce and expand complete sentences in shared language activities.
K.L.1.A.e	e. use question words in sentences	L.K.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
K.L.1.B.a	a. print in upper and lower case letters	L.K.1.a	Print many upper- and lowercase letters.
K.L.1.B.b	b. recognize that a sentence ends with punctuation marks	L.K.2.b	b. recognize that a sentence ends with punctuation marks
K.L.1.B.c	c. capitalize own first and last name		
K.L.1.B.d	d. capitalize first word in a sentence	L.K.2.a	a. Capitalize the first word in a sentence and the pronoun I.
K.L.1.B.e	e. capitalize the pronoun I	L.K.2.a	a. Capitalize the first word in a sentence and the pronoun I.
K.L.1.B.f	f. write and name the printed letters that match the sound	L.K.2.c	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.L.1.B.g	g. use inventive spelling with beginning, final, and medial sounds	L.K.2.d	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
K.L.1.B.h	h. write and name letters for consonant and vowel sounds	L.K.2.c	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.L.1.B.i	i. use correct spelling of own first and last names		
	Speaking/Listening		
	1. Listen for a purpose		
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, 1C)		
	Develop and apply effective listening skills and strategies in formal and informal settings by:	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
K.SL.1.A.a	a. following classroom listening rules	SL.K.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.SL.1.A.b	b. continue a conversation through multiple exchanges	SL.K.1.b	b. Continue a conversation through multiple exchanges.
K.SL.1.A.c	c. following one-step instructions, according to classroom expectations		
	2. Listen for entertainment		
SL.2.A	A. Entertainment (No 6-12 Correlation)		

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K.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	SL.K.1.a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	3. Speak effectively in collaborative discussions		
SL.3.A	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly using conventions of language when presenting individually or with a group by:	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
K.SL.3.A.a	a. taking turns speaking, according to classroom expectations	SL.K.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.SL.3.A.b	b. continue a conversation through multiple exchanges	SL.K.1.b	b. Continue a conversation through multiple exchanges.
K.SL.3.A.c	c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media	SL.K.2 SL.K.3	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	4. Speak effectively when presenting		
SL.4.A	A. Presenting (6-12 Correlation Speaking/Listening 2A, 2B, 2C)		
	Speak clearly, audibly using conventions of language when presenting individually or with a group by:	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
K.SL.4.A.a	a. describing personal experiences using a prop, picture, or other visual aide	SL.K.4 SL.K.5	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.4.A.b	b. speaking in complete sentences	SL.1.6	Produce complete sentences when appropriate to task and situation. (grade 1)

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	Reading		
	1. Develop and apply skills to the reading process.		
R.1.A	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)		
	Develop and demonstrate reading skills in response to reading text and read alouds by:		
1.R.1.A.a	a. predicting what will happen next using prior knowledge		
1.R.1.A.b	b. asking and responding to relevant questions	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (Grade 2)
1.R.1.A.c	c. seeking clarification and locating facts and details about stories and other texts	RL.1.1	Ask and answer questions about key details in a text.
1.R.1.A.d	d. retelling main ideas in sequence including key details	RL.1.2 RI.1.2	Identify the main topic and retell key details of a text Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.R.1.A.e	e. recognizing beginning, middle, and end	RL.1.3	Describe characters, settings, and major events in a story, using key details.
1.R.1.A.f	f. monitoring comprehension and making corrections and adjustments when that understanding breaks down	RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.1.B	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)		
	Develop an understanding of vocabulary by:	L.1.4 L.1.5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1.R.1.B.a	a. use common affixes to figure out the meaning of a word	L.1.4.b	b. Use frequently occurring affixes as a clue to the meaning of a word.
1.R.1.B.b	b. identify common root words and their inflectional endings	L.1.4.c	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.R.1.B.c	c. identifying words that name actions and words that name persons, places, or things	L.1.5.c	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
1.R.1.B.d	d. recognizing that compound words are made up of shorter words	L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). 2 nd grade
1.R.1.B.e	e. determining what words mean from how they are used in context of a sentence either heard or read	L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

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1.R.1.B.f	f. sorting words into conceptual categories	L.1.5.a	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
		L.1.5.b	b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
1.R.1.B.g	g. distinguishing shade of meaning among verbs and adjectives	L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.R.1.B.h	h. locating words in a dictionary		
1.R.1.B.i	i. use words and phrases acquired through conversations, reading and being read to and responding to texts	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
R.1.C	C. Making Connections (6-12 Correlation Reading Literary 3B)		
1.R.1.C.a	Determine connection between: a. text to text (text ideas including similarities and differences in fiction and nonfiction)	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
		RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.1.D	D. Independent Text (No 6- 12 Correlation)		
	Read independently for multiple purposes over sustained periods of time by:		
1.R.1.D.a	a. engaging with and reading text that is developmentally appropriate	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
		RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
1.R.1.D.b	b. producing evidence of reading		
	2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.		
R.2.A	A. Fiction (6-12 Correlation Reading Literary 1A)		
	Read, infer, analyze, and draw conclusions to:		
1.R.2.A.a	a. describe characters, setting, problem, solution and events in logical sequences	RL.1.3	Describe characters, settings, and major events in a story, using key details.
1.R.2.A.b	b. describe the main idea of a story	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.R.2.A.c	c. describe sensory details	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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1.R.2.A.d	d. explain recurring phrases and why they are used		
1.R.2.A.e	e. explain the actions of the main character and the reason for those actions	RL.1.3	Describe characters, settings, and major events in a story, using key details.
1.R.2.A.f	f. identify who is telling the story	RL.1.6	Identify who is telling the story at various points in a text.
1.R.2.A.g	g. compare and contrast adventures and experiences of characters in stories	RL.1.9 RL.1.7	Compare and contrast the adventures and experiences of characters in stories. Use illustrations and details in a story to describe its characters, setting, or events.
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A, 2C)		
1.R.2.B.a	Read, infer and draw conclusions to: a. use rhythm, rhyme and alliteration through identifying a regular beat and similarities in word sounds	RL.1.4 RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
1.R.2.C.a	a. identify characters and dialogue in plays or performances by actors	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.R.2.C.b	b. recognize sensory details in literary texts	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.		
R.3.A	A. Text Features (6-12 Correlation Reading Informational 1A, 1C)		
	Read, infer and draw conclusions to:		
1.R.3.A.a	a. use text features to restate the main idea	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.R.3.A.b	b. explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1.R.3.A.c	c. use text features to locate specific information in text	RI.1.7	Use the illustrations and details in a text to describe its key ideas.
1.R.3.A.d	d. follow written multi-step directions with picture cues to assist with understanding		

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R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)		
	Read, infer and draw conclusions to:		
1.R.3.B.a	a. distinguish between fiction and nonfiction	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.R.3.B.b	b. identify examples of sensory details	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.3.C	C. Text Structures (6-12 Correlation Reading Informational 2A)		
	Read, infer and draw conclusions to:		
1.R.3.C.a	a. ask and answer questions to clarify meaning	RI.1.1	Ask and answer questions about key details in a text.
1.R.3.C.b	b. identify main ideas and provide supporting details	RI.1.2	Identify the main topic and retell key details of a text
1.R.3.C.c	c. describe the connection between two individuals, events, ideas, or pieces of information in a text	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.R.3.C.d	d. identify the reasons an author gives to support points in a text	RI.1.8	Identify the reasons an author gives to support points in a text.
1.R.3.C.e	e. identify similarities and differences between texts on the same topic	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)		
	With assistance, develop an awareness of media literacy by:		
1.R.4.A.a	a. distinguishing purposes of media		
1.R.4.A.b	b. explaining techniques used in media		
Reading Foundations			
1. Understand how English is written and read.			
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	Develop print awareness in the reading process by:	RF.1.1	Demonstrate understanding of the organization and basic features of print.
1.RF.1.A.a	a. recognizing that sentences are comprised of words separated by spaces	RF.K.1.c	Understand that words are separated in spaces in print.
1.RF.1.A.b	b. recognizing the distinguishing features of a sentence	RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	Develop phonemic awareness in the reading process by:	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.RF.2.A.a	a. producing and identifying sounds and syllables in spoken words	RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.RF.2.A.b	b. distinguishing between long and short vowel sounds	RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
1.RF.2.A.c	c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	RF.K.2.e	Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
1.RF.2.A.d	d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends	RF.1.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
1.RF.2.A.e	e. segmenting spoken words of 3 – 5 phonemes into individual phonemes	RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes) in spoken single- syllable words.
		RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
1.RF.3.A.a	a. decoding words in context by using letter sound knowledge for single letters	RF.1.3.b	Decode regularly spelled one-syllable words.
1.RF.3.A.b	b. identifying letters for the spelling of short and long vowels	RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
1.RF.3.A.c	c. producing consonant blends	RF.1.2.b	Orally produce single syllable words by blending sounds (phonemes) including consonant blends.
1.RF.3.A.d	d. producing consonant digraphs	RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
1.RF.3.A.e	e. combining sounds from letters and common spelling patterns to create and decode recognizable words	RF.1.3.e	Decode two syllable words following basic patterns by breaking the words into syllables.
1.RF.3.A.f	f. using syllabication patterns to decode words	RF.1.3.b RF.1.3.d	Decode regularly spelled one-syllable words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
1.RF.3.A.g	g. read irregularly spelled words	RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.
1.RF.3.A.h	h. reading root words with inflectional endings	RF.1.3.f	Read words with inflectional endings.
1.RF.3.A.i	i. reading contractions and compound words	L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

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1.RF.3.A.j	j. reading high frequency words	RF.1.3.d RF.1.3.g	Read common high frequency words by sight. Recognize and read grade-appropriate irregularly spelled words.
1.RF.3.A.k	k. demonstrating decoding skills when reading	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
1.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF.1.4.a RF.1.4.b RF.1.4.c	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
1.W.1.A.a	Follow a writing process to plan a first draft by: a. brainstorming and recording key ideas		
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:		
1.W.1.B.a	a. sequencing ideas into sentences and stay on topic throughout the text		
1.W.1.B.b	a. generating evidence of a simple opening and simple closing	W.1.1 W.1.2 W.1.3	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory texts in which name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.C	C. Revise/Edit (6-12 Correlation Writing 3A)		
	Reread, revise and edit drafts, with assistance from adults/peers, to:	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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1.W.1.C.a	a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing		
1.W.1.C.b	b. edit by leaving spaces between words in sentences	RF.K.1.c RF.1.1.a	Understand that words are separated by spaces in print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.W.1.C.c	c. edit for language conventions	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.1.D	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)		
1.W.1.D.a	With assistance from adults/peers: a. use a variety of conventional/digital tools to produce and publish writing	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	2. Compose well-developed writing texts for audience and purpose.		
W.2.A	A. Opinion/Argumentative (6-12 Correlation Writing 2A)		
	Write opinion texts that:	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2.A.a	a. introduce a topic or text being studied	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2.A.b	b. state an opinion about the topic or text and provide a reason for the opinion	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2.A.c	c. use some specific words that are related to the topic		
1.W.2.A.d	d. follow a sense of order in writing	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2.A.e	e. provide some sense of closure	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.2.B	B. Informative/Explanatory (6-12 Correlation Writing 2A)		
	Write informative/ explanatory texts that:	W.1.2	Write informative/explanatory texts in which name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.2.B.a	a. introduce a topic or text being studied and supply facts	W.1.2	Write informative/explanatory texts in which name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.2.B.b	b. use some specific words that are related to the topic		

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1.W.2.B.c	c. follow a sense of order in writing	W.1.2	Write informative/explanatory texts in which name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.2.B.d	d. create some sense of closure	W.1.2	Write informative/explanatory texts in which name a topic, supply some facts about the topic, and provide some sense of closure.
W.2.C	C. Narrative/Literary (6-12 Correlation Writing 2A)		
	Write fiction or non-fiction narratives and poems that:	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.2.C.a	a. narrate a story or experience	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.2.C.b	b. use details to describe the story or experience	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.2.C.c	c. place events in the order they occurred	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.2.C.d	d. use linking words to indicate beginning/middle/end	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.W.2.C.e	e. use words that are related to the topic		
1.W.2.C.f	f. provide a reaction to what happened in the events		
	3. Gather, analyze, evaluate and use information from a variety of sources		
W.3.A	A. Research Process (6-12 Correlation Writing 1A)		
	With assistance, apply research process to:	W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
1.W.3.A.a	a. generate a list of open-ended questions about topics of interest		
1.W.3.A.b	b. decide what sources of information might be relevant to answer these questions		

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1.W.3.A.c	c. gather personal and natural evidence from available sources, as well as from interviews with local experts	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.3.A.d	d. organize information found during group or individual research, using graphic organizers or other aids		
1.W.3.A.e	e. make informal presentations of information gathered		
1.W.3.A.f	f. self-evaluate using previously established teacher/student criteria		
	Language		
	1. Communicate using conventions of English language		
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1.L.1.A.a	a. use nouns and action verbs that designate past, present, and future in sentences	L.1.1.e L.1.1.b L.1.1.c	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences.
1.L.1.A.b	b. use adjectives/adverbs in sentences	L.1.1.f	Use frequently occurring adjectives.
1.L.1.A.c	c. use the conjunctions and, but, and so in sentences	L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
1.L.1.A.d	d. use the articles a, an, and the in sentences	L.1.1.h	Use determiners (e.g., articles, demonstratives).
1.L.1.A.e	e. use common prepositions	L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
1.L.1.A.f	f. use common pronouns	L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
1.L.1.A.g	g. produce complete simple and compound sentences	L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:		
1.L.1.B.a	a. print legibly, using correct spacing between words and sentences	RF.K.1.c RF.1.1.a L.1.1.a	Understand that words are separated by spaces in print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Print all upper- and lowercase letters.

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1.L.1.B.b	b. use ending punctuation	L.1.2.b	Recognize and name end punctuation.
1.L.1.B.c	c. capitalize the first letter of others’ first and last names	L.1.2.a	Capitalize dates and names of people.
1.L.1.B.d	d. use commas to separate single words in a series	L.1.2.c	Use commas in dates and to separate single words in a series.
1.L.1.B.e	e. spell words using regular spelling patterns	L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.L.1.B.f	f. spell words phonetically using phonemic awareness and spelling knowledge	L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.L.1.B.g	g. arrange appropriate words in alphabetical order, to the first letter		
	Speaking/Listening		
	1. Listen for a purpose		
SL.1.A	A. Purpose 6-12 Correlation Speaking/Listening 1A, 1C		
	Develop and apply effective listening skills and strategies in formal and informal settings by:	SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
1.SL.1.A.a	a. following classroom listening rules	SL.1.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.SL.1.A.b	b. build on others’ talk in conversations by responding to the comments of others	SL.1.1.b	b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
1.SL.1.A.c	c. following two-step instructions, according to classroom expectations		
	2. Listen for entertainment		
SL.2.A	A. Entertainment (No 6-12 Correlation)		
1.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	SL.1.1 SL.1.1.a	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	3. Speak effectively in collaborative discussions		
SL.3.A	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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1.SL.3.A.a	a. taking turns speaking, according to classroom expectations	SL.1.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.SL.3.A.b	b. build on others' talk in conversations by responding to comments of others	SL.1.1.b	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
1.SL.3.A.c	c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
		SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	4. Speak effectively when presenting		
SL.4.A	A. Presenting (6-12 Correlation Speaking/Listening 2A, 2B, 2C)		
	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.4.A.a	a. explaining a topic (student-chosen), using a prop, picture, or other visual aid to show understanding	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.4.A.b	b. reciting poetry with a group or individually		
1.SL.4.A.c	c. using complete sentences, adjusting volume, as needed	SL.1.6	Produce complete sentences when appropriate to task and situation.

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	Reading		
	1. Develop and apply skills to the reading process.		
R.1.A	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)		
	Develop and demonstrate reading skills in response to text by:		
2.R.1.A.a	a. using text features to make and confirm predictions, or explain why not confirmed	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		RI.2.5	Know and use various text features to locate key facts or information in a text efficiently.
2.R.1.A.b	b. asking and responding to relevant questions	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.R.1.A.c	c. seeking clarification, and using information/ facts and details about stories and other texts and supporting answers with evidence from text	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
		RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (grade 1)
2.R.1.A.d	d. retelling a story's beginning, middle, and end and determining their central message, lesson or moral	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.R.1.A.e	e. monitoring comprehension and making corrections and adjustments when understanding breaks down	RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.2.B	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)		
	Develop an understanding of vocabulary by:	L.2.4	Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 2 reading and content choosing flexibly from an array of strategies.
2.R.1.B.a	a. using prefixes, root words, and suffixes to determine the meaning of words	L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word.
		L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root.
2.R.1.B.b	b. using knowledge of the meaning of individual words to determine the meaning of compound words	L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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2.R.1.B.c	c. using context to determine the meaning of a new word or multiple-meaning word in text	L.2.4.a RI.2.4	Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.
2.R.1.B.d	d. using antonyms and synonyms	L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (grade K)
2.R.1.B.e	e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases	L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.R.1.B.f	f. distinguishing meaning among closely related verbs and adjectives	L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.R.1.B.g	g. recognizing that some words have literal and non-literal meanings	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (grade 3)
2.R.1.B.h	h. using conversational, general academic, and domain-specific words and phrases	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
R.1.C	C. Making Connections (6-12 Correlation Reading Literary 3B)		
	Determine relevant connections between:		
2.R.1.C.a	a. text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction)	RL.2.9 RI.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Compare and contrast the most important points presented by two texts on the same topic.
2.R.1.C.b	b. text to world (text ideas to experiences in the world)		
R.1.D	D. Independent Text (No 6- 12 Correlation)		
	Read independently for multiple purposes over sustained periods of time by:	RL.2.10 RI.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2.R.1.D.a	a. reading text that is developmentally appropriate		
2.R.1.D.b	b. producing evidence of reading		
	2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.		
R.2.A	A. Fiction (6-12 Correlation Reading Literary 1A)		
	Read, infer, analyze, and draw conclusions to:		

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2.R.2.A.a	a. describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson	RL.1.3	Describe characters, setting, and major events in the story, using key details. (grade 1)
		RL.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.
2.R.2.A.b	b. describe main characters in works of fiction, including their traits, motivations, and feelings	RL.2.3	Describe how characters in a story respond to major events and challenges.
2.R.2.A.c	c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events	RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.
2.R.2.A.d	d. describe cause and effect relationships	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (grade 3)
2.R.2.A.e	e. explain how the story changes based on who is telling the story	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2.R.2.A.f	f. compare and contrast the differences in points of view of characters and how stories are narrated	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.R.2.B.a	a. describe how rhyme, rhythm, and repetition create imagery in poetry		
2.R.2.B.b	b. use onomatopoeia		
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
2.R.2.C.a	a. identify characters, setting, acts, and scenes in plays	RL.1.3	Describe characters, settings, and major events in a story, using key details.
2.R.2.C.b	b. identify the elements of dialogue and use them in informal plays		
	3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.		
R.3.A	A. Text Features (6-12 Correlation Reading Informational 1A, 1C)		
	Read, infer and draw conclusions to:		
2.R.3.A.a	a. identify the main idea of sections of text and distinguish it from the topic	RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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2.R.3.A.b	b. demonstrate understanding by locating facts to answer and /or ask questions	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.R.3.A.c	c. use text features to locate specific information	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.R.3.A.d	d. explain common graphic features to assist in the interpretation of text	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.R.3.A.e	e. follow written multi-step directions	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
2.R.3.A.f	f. describe connections between and state the order of the events or ideas	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)		
	Read, infer and draw conclusions to:		
2.R.3.B.a	a. explain why a text is fiction or nonfiction	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1 st grade)
2.R.3.B.b	b. ask and answer questions to clarify meaning	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.R.3.B.c	c. explain examples of sensory details	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
R.3.C	C. Text Structures (6-12 Correlation Reading Informational 2A)		
	Read, infer and draw conclusions to:		
2.R.3.C.a	a. explain main ideas and supporting details	RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.R.3.C.b	b. describe the connection between events and retell sequence of events	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.R.3.C.c	c. describe the connection between and identify problems and solutions	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.R.3.C.d	d. identify the author's purpose	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
2.R.3.C.e	e. compare and contrast the most important points presented by text on the same topic	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)		

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	Read to develop an understanding of media and its components by		
2.R.4.A.a	a. explaining purposes of media		
2.R.4.A.b	b. describing techniques used to create media messages		
2.R.4.A.c	c. identifying various written conventions for using digital media		
	Reading Foundations		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
2.RF.1.A.a	Develop print awareness in the reading process by:		
	a. understanding that sentences are organized into paragraphs to convey meaning		
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
2.RF.3.A.a	a. decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends, consonant and vowel digraphs and vowel diphthongs	RF.2.3.a RF.2.3.b	Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.
2.RF.3.A.b	b. distinguishing long and short vowels when reading regularly spelled one syllable words	RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.RF.3.A.c	c. decoding regularly spelled two syllable words with long vowels	RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
2.RF.3.A.d	d. decoding words with vowel diphthongs	RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
2.RF.3.A.e	e. decoding words with vowel digraphs	RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
2.RF.3.A.f	f. reading words with common prefixes and suffixes	RF.2.3.d	Decode words with common prefixes and suffixes.
2.RF.3.A.g	g. using contractions	L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
2.RF.3.A.h	h. using common syllable patterns to decode words including r-controlled vowels		

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2.RF.3.A.i	i. reading irregularly spelled high-frequency words	RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
2.RF.3.A.j	j. demonstrating decoding skills when reading new words in a text		
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
2.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF.2.4.a RF.2.4.b RF.2.4.c	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
2.W.1.A.a	Follow a writing process to plan a first draft by: a. brainstorming and recording key ideas using a graphic organizer		
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:		
2.W.1.B.a	a. sequencing ideas into clear and coherent sentences	W.2.1 W.2.3	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words {e.g., because, and, also} to connect opinion and reasons, and provide a concluding statement or section. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2.W.1.B.b	b. generating paragraphs with one main idea		

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2.W.1.B.c	c. creating evidence of a beginning, middle and end	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words {e.g., because, and, also} to connect opinion and reasons, and provide a concluding statement or section.
		W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2.W.1.B.d	d. addressing an appropriate audience		
W.1.C	C. Revise/Edit (6-12 Correlation Writing 3A)		
	Reread, revise and edit drafts with assistance from adults/peers, to:	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.1.C.a	a. strengthen writing as needed by revising <ul style="list-style-type: none"> • main idea • details • word choice • sentence construction • event order • audience • voice 	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.1.C.b	b. edit for language conventions	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.1.D	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)		
	With assistance from adults/peers:	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2.W.1.D.a	a. use a variety of conventional/digital tools to produce and publish writing	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2.W.1.D.b	b. introduce keyboarding skills		
	2. Compose well-developed writing texts for audience and purpose.		
W.2.A	A. Opinion/Argumentative (6-12 Correlation Writing 2A)		

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	Write opinion texts that:	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.2.A.a	a. introduce a topic or text being studied using complete sentences	W.2.1	
2.W.2.A.b	b. state an opinion about the topic or text and provide reasons for the opinion	W.2.1	
2.W.2.A.c	c. use specific words that are related to the topic, and audience		
2.W.2.A.d	d. use linking/transition words and phrases to signal event order	W.2.1	
2.W.2.A.e	e. provide evidence of a beginning, middle and concluding statement or section	W.2.1	
W.2.B	B. Informative/Explanatory (6-12 Correlation Writing 2A)		
	Write informative/ explanatory texts that:	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.2.B.a	a. introduce a topic or text being studied using complete sentences	W.2.2	
2.W.2.B.b	b. use facts and definitions to develop points in generating paragraphs	W.2.2	
2.W.2.B.c	c. use specific words that are related to the topic and audience		
2.W.2.B.d	d. use linking words and phrases to signal event order		
2.W.2.B.e	e. create a concluding statement or paragraph	W.2.2	
W.2.C	C. Narrative/Literary (6-12 Correlation Writing 2A)		
	Write fiction or non-fiction narratives and poems that:	W.2.3	Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2.W.2.C.a	a. establish a situation/topic based on the student's experience or imagination	W.2.3	
2.W.2.C.b	b. introduce a main character and setting	W.2.3	
2.W.2.C.c	c. develop sensory details	W.2.3	
2.W.2.C.d	d. follow a logical sequence of events using complete sentences to create a beginning/middle/end	W.2.3	

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2.W.2.C.e	e. use linking/transition words to signal event order	W.2.3	
2.W.2.C.f	f. use specific words that are related to the topic and audience		
	3. Gather, analyze, evaluate and use information from a variety of sources		
W.3.A	A. Research Process (6-12 Correlation Writing 1A)		
	Apply research process to:	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.3.A.a	a. generate a list of open-ended questions about topics of interest		
2.W.3.A.b	b. create an individual question about a topic		
2.W.3.A.c	c. use their own question to find information on their topic	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.3.A.d	d. gather evidence from available sources, literary and informational	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.3.A.e	e. record basic information from literary and informational in simple visual format	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.3.A.f	f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	Language		
	1. Communicate using conventions of English language		
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.L.1.A.a	a. use nouns and pronouns in writing	L.1.1.b	Use common, proper, and possessive nouns. (grade 1)
2.L.1.A.b	b. use collective nouns	L.2.1.a	Use collective nouns (e.g., group).
2.L.1.A.c	c. use common irregular nouns	L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2.L.1.A.d	d. use reflexive pronouns	L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
2.L.1.A.e	e. use regular verbs	L.1.1	Use verbs to convey a sense of past, present, and future. (grade 1)

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2.L.1.A.f	f. produce simple declarative, imperative, exclamatory, and interrogative sentences	L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Grade 1)
		L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.1.A.g	g. use adjectives and adverbs in sentences	L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.1.A.h	h. use helping verbs with regular verbs	L.1.1.e	Use verbs to convey a sense of past, present, and future. (grade 1)
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:	L.2.2	Demonstrate command of the conventions of expectation English capitalization, punctuation, and spelling when writing.
2.L.1.B.a	a. write legibly (print, cursive)		
2.L.1.B.b	b. use that dialogue contains quotation marks	L.3.2.c	Use commas and quotation marks in dialogue. (grade 3)
2.L.1.B.c	c. use apostrophes for contractions	L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
2.L.1.B.d	d. capitalize weeks, days, months, holidays	L.2.2.a	Capitalize holidays, product names, and geographic names. Capitalize dates and names of people. (grade 1)
2.L.1.B.e	e. capitalize abbreviated titles of people	L.1.2.a	Capitalize dates and names of people. (grade 1)
2.L.1.B.f	f. spell words using irregular spelling patterns	L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (grade 1)
2.L.1.B.g	g. spell and use the plural of appropriate nouns by adding <i>-es</i> to nouns ending in <i>-s, -ss, -sh, -ch, or -x</i>	L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences. (grade 1)
2.L.1.B.h	h. use nouns that change their spelling in plural form	L.2.1.b	Form and use frequently occurring irregular plural nouns.
2.L.1.B.i	i. arrange words in alphabetical order to the second letter		
	Speaking/Listening		
	1. Listen for a purpose		
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, 1C)		
	Develop and apply effective listening skills and strategies in formal and informal settings by:	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.1.A.a	a. following classroom listening rules	SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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2.SL.1.A.b	b. following three-step instructions according to classroom expectations		
	2. Listen for entertainment		
SL.2.A	A. Entertainment (No 6-12 Correlation)		
2.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	SL.2.1 SL.2.1.a	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	3. Speak effectively in collaborative discussions		
SL.3.A	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly and to the point using conventions of language when presenting individually or with a group by:	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.3.A.a	a. taking turns in discussion with a shoulder partner, according to classroom expectations	SL.2.1.a	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2.SL.3.A.b	b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions	SL.2.2 SL.2.3	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	4. Speak effectively when presenting		
SL.4.A	A. Presenting (6-12 Correlation Speaking/Listening 2A, 2B, 2C)		
	Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by:	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.4.A.a	a. explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience	SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2.SL.4.A.b	b. recalling and telling a story with details, including a beginning, middle, and end	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.4.A.c	c. using academic language and conventions	SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
	Reading		
	1. Develop and apply skills to the reading process.		
R.1.A	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)		
	Develop and demonstrate reading skills in response to text by:		
3.R.1.A.a	a. explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story	RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.R.1.A.b	b. draw conclusions and support with textual evidence	RL.3.1 RI.3.1 RL.4.1 RI.4.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (grade 4)
3.R.1.A.c	c. summarizing a story’s beginning, middle, and end, determining their central message, lesson or moral	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
3.R.1.A.d	d. monitoring comprehension and making corrections and adjustments when understanding breaks down	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.1.B	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)		
	Develop an understanding of vocabulary by:	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
3.R.1.B.a	a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words	L.3.4.b RF.3.3.a RF.3.3.b	Determine the meaning of the new word formed when a known affix is added to a known word. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
3.1.B.b	b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
3.R.1.B.c	c. using homographs and homophones	L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
3.R.1.B.d	d. distinguishing the literal and non-literal meanings of words and phrases in context	L.3.5 L.3.5.a	Demonstrate the understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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3.R.1.B.e	e. determine the meaning of the new word formed when a known affix is added to a known base word	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3.R.1.B.f	f. using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words	L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.R.1.B.g	g. discussing analogies		
3.R.1.B.h	h. determining the meaning of the author's use of similes and metaphors to produce imagery	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (Grade 5)
3.R.1.B.i	i. using conversational, general academic, and domain specific words and phrases	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.
R.1.C	C. Making Connections (6-12 Correlation Reading Literary 3B)		
	Explain relevant connections between:		
3.R.1.C.a	a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
		RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.R.1.C.b	b. text to world (text ideas to experiences in the world)		
R.1.D	D. Independent Text (No 6- 12 Correlation)		
	Read independently for multiple purposes over sustained periods of time by:		
3.R.1.D.a	a. reading text that is developmentally appropriate	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
3.R.1.D.b	b. producing evidence of reading		
	2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.		
R.2.A	A. Fiction (6-12 Correlation Reading Literary 1A)		

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	Read, infer, analyze, and draw conclusions to:		
3.R.2.A.a	a. summarize and sequence the events/plot and explain past events impact future events	RL.3.2 RL.4.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3.R.2.A.b	b. describe the personality traits of characters from the thoughts, words, and actions	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.R.2.A.c	c. describe the interaction of characters including relationships and how they change	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.R.2.A.d	d. paraphrase the big idea/themes and supporting details of texts	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.R.2.A.e	e. compare and contrast the key elements in various types of fiction	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.R.2.A.f	f. explain cause and effect relationships	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.R.2.A.g	g. distinguish their own point of view from that of the narrator or those of the characters	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
3.R.2.B.a	a. use examples of alliteration	RL.2.4	Describe how words and phrases (regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning. (grade 2)
3.R.2.B.b	b. identify basic forms of poetry	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
3.R.2.C.a	a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.R.2.C.b	b. identify and describe language that creates a graphic visual experience and appeals to the senses	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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	3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.		
R.3.A	A. Text Features (6-12 Correlation Reading Informational 1A, 1C)		
	Read, infer and draw conclusions to:		
3.R.3.A.a	a. explain the author’s purpose	RI.3.6	Distinguish their own point of view from that of the author of a text
3.R.3.A.b	b. explain using details or facts that support the main idea	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.R.3.A.c	c. use text features and graphic features to locate information and to make and verify predictions	RI.3.5	Use text features and search tools (e.g., key words, sidebars, <u>hyperlinks</u>) to locate information relevant to a given topic efficiently.
3.R.3.A.d	d. follow and explain a set of written multi-step directions	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
3.R.3.A.e	e. describe relationship between events, ideas, concepts or steps	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)		
	Read, infer and draw conclusions to:		
3.R.3.B.a	a. distinguish difference between biography and autobiography		
3.R.3.B.b	b. distinguish fact from opinion		
3.R.3.B.c	c. distinguish point of view to what the author is trying to persuade the reader to think or do	RI.3.6	Distinguish their own point of view from that of the author of a text.
3.R.3.B.d	d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	RL.3.4 L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context. Distinguish the literal and nonliteral meanings of words and phrases in context {e.g., take steps}.
R.3.C	C. Text Structures (6-12 Correlation Reading Informational 2A)		
	Read, infer and draw conclusions to:		
3.R.3.C.a	a. describe relationships among events, ideas, concepts, and cause and effect in texts	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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3.R.3.C.b	b. describe and explain the relationship between problems and solutions	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.R.3.C.c	c. use information gained from illustrations and words to demonstrate understanding of the text	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.R.3.C.d	d. explain author's purpose		
3.R.3.C.e	e. compare and contrast the most important points and key details presented in texts on the same topic	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)		
	Read to develop an understanding of media and its components by:		
3.R.4.A.a	a. understanding how communication changes when moving from one genre of media to another		
3.R.4.A.b	b. explaining how various design techniques used in media influence the message		
3.R.4.A.c	c. comparing various written conventions used for digital media		
3.R.4.A.d	d. identifying text structures and graphics features of a web page	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
	Reading Foundations		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	No expectations		
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
3.RF.3.A.a	a. decoding multisyllabic words in context by applying common spelling patterns	RF.3.3.c RF.3.3.b RF.3.3.a	Decode multi-syllable words. Decode words with common Latin suffixes. Identify and know the meaning of most common prefixes and derivational suffixes.

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3.RF.3.A.b	b. decoding words that double final consonants when adding an ending	L.3.2.e	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (sitting, smiled, cries, happiness).
3.RF.3.A.c	c. using the meaning of common prefixes and suffixes	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
3.RF.3.A.d	d. using the meaning of homophones		
3.RF.3.A.e	e. decoding known and unknown words by spelling patterns	L.3.2.f	Use spelling patterns and generalizations (word families, position based spellings syllable patterns, ending rules, meaningful word parts)
3.RF.3.A.f	f. reading irregularly spelled high frequency words	RF.3.3.d	Read grade-appropriate irregularly spelled words.
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
3.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF. 3.4.a RF.3.4.b RF3.4.c	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
3.W.1.A.a	Follow a writing process to plan a first draft by: a. using a simple pre-writing strategy when given the purpose and the intended audience	W.3.4 W.3.5	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3.W.1.B.a	a. generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory		
3.W.1.B.b	b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)		
3.W.1.B.c	c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end		
3.W.1.B.d	d. addressing an appropriate audience		
W.1.C	C. Revise/Edit (6-12 Correlation Writing 3A)		

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	Reread, revise and edit drafts with assistance from adults/peers, to:	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.W.1.C.a	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience/purpose • voice 	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.W.1.C.b	b. edit for language conventions	L.3.1 L.3.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.1.D	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)		
3.W.1.D.a	With assistance from adults/peers: a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others	W.3.6 SL.3.5	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	2. Compose well-developed writing texts for audience and purpose.		
W.2.A	A. Opinion/Argumentative (6-12 Correlation Writing 2A)		
	Write opinion texts that:	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
3.W.2.A.a	a. introduce a topic or text being studied, using connected sentences	W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
3.W.2.A.b	b. state an opinion or establish a position and provide reasons for the opinion/position	W.3.1.a W.3.1.b	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion.
3.W.2.A.c	c. use specific and accurate words that are related to the topic, audience, and purpose	L.3.3.a	Choose words and phrases for effect.

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3.W.2.A.d	d. contain information using student's original language, except when using direct quotation from a source	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		SL.4.2	
3.W.2.A.e	e. reference the name of the author(s) or name of the source used for details or facts included in the text		
3.W.2.A.f	f. use transitions to connect opinion and reason	W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
3.W.2.A.g	g. provide clear evidence of a beginning, middle and a concluding statement or paragraph	W.3.1.d	Provide a concluding statement or section.
W.2.B	B. Informative/Explanatory (6-12 Correlation Writing 2A)		
	Write informative/ explanatory texts that:	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3.W.2.B.a	a. introduce a topic or text being studied	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
3.W.2.B.b	b. develop the topic with simple facts, definitions, details, and explanations	W.3.2.b	Develop the topic with facts, definitions, and details.
3.W.2.B.c	c. use specific and relevant words that are related to the topic, audience and purpose	L.3.3.a	Choose words and phrases for effect.
3.W.2.B.d	d. uses the student's original language, except when quoting from a source	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		SL.4.2	
3.W.2.B.e	e. use transition words to connect ideas within categories of information	W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.W.2.B.f	f. create a concluding statement or paragraph	W.3.2.d	Provide a concluding statement or section.
W.2.C	C. Narrative/Literary (6-12 Correlation Writing 2A)		
	Write fiction or non-fiction narratives and poems that:	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3.W.2.C.a	a. establish a setting, situation/topic and introduce a narrator and/or characters	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

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3.W.2.C.b	b. use narrative techniques, such as dialogue and descriptions	W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.W.2.C.c	c. organize an event sequence to establish a beginning/middle/ end	W.3.3.d	Provide a sense of closure.
3.W.2.C.d	d. use transition words and phrases to signal event order	W.3.3.c	Use temporal words and phrases to signal event order.
3.W.2.C.e	e. use specific and relevant words that are related to the topic, audience, and purpose	L.3.3.a	Choose words and phrases for effect.
	3. Gather, analyze, evaluate and use information from a variety of sources		
W.3.A	A. Research Process (6-12 Correlation Writing 1A)		
	Apply research process to:	W.3.7	Conduct short research projects that build knowledge about a topic.
3.W.3.A.a	a. generate a list of subject appropriate topics		
3.W.3.A.b	b. create an individual question about a topic		
3.W.3.A.c	c. decide what sources of information might be relevant to answer these questions		
3.W.3.A.d	d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.3.A.e	e. determine the accuracy and relevance of the information related to a selected question		
3.W.3.A.f	f. take simple notes in own words and sort evidence into provided categories or organizer	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.3.A.g	g. use quotation marks to denote direct quotations when recording specific words and sentences from a source		
3.W.3.A.h	h. create a resource page from notes		
3.W.3.A.i	i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria		
	Language		
	1. Communicate using conventions of English language		
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:	L.3.1	Demonstrate command of the conventions of expectation English grammar and usage when writing or speaking.

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3.L.1.A.a	a. use regular and irregular verbs and simple verb tenses	L.3.1.d	Form and use regular and irregular verbs.
3.L.1.A.b	b. use helping verbs with irregular verbs	L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
3.L.1.A.c	c. use complete subject and complete predicate in a sentence	L.3.1.f	Ensure subject-verb and pronoun antecedent agreement.
3.L.1.A.d	d. use comparative, demonstrative and superlative adjectives and adverbs	L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.L.1.A.e	e. use subject/verb agreement in sentences	L.3.1.f	Ensure subject-verb and pronoun antecedent agreement.
3.L.1.A.f	f. produce simple and compound imperative, exclamatory, declarative, interrogative sentences	L.3.1.i	Produce simple, compound, and complex sentences.
3.L.1.A.g	g. use 1 st , 2 nd , and 3 rd person pronouns and their antecedents	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:		
3.L.1.B.a	a. write legibly (print and cursive)		
3.L.1.B.b	b. use an apostrophe to form possessives	L.3.2.d	Form and use possessives.
3.L.1.B.c	c. demonstrate and use commas and quotation marks in dialogue	L.3.2.c	Use commas and quotation marks in dialogue.
3.L.1.B.d	d. capitalize dialogue correctly	L.4.2.a	Use correct capitalization.
3.L.1.B.e	e. use commas for greeting and closing of a friendly letter	L.3.2.b L.2.2.b	Use commas in addresses. Use commas in greetings and closings of letters. (Grade 2)
3.L.1.B.f	f. capitalize names of places	L.2.2.a	Capitalize holidays, product names, and geographic names. (Grade 2)
3.L.1.B.g	g. capitalize titles of books, stories, and songs	L.3.2.a	Capitalize appropriate words in titles.
3.L.1.B.h	h. use spelling patterns and generalizations to spell compound words	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3.L.1.B.i	i. spell words that double the consonant	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3.L.1.B.j	j. spell plural words that change 'y' to 'ies'	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

3rd Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
3.L.1.B.k	k. consult reference materials to check and correct spellings	L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3.L.1.B.l	l. arrange words in alphabetical order, to the third letter		
	Speaking/Listening		
	1. Listen for a purpose		
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, 1C)		
	Develop and apply effective listening skills and strategies in formal and informal settings by:	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
3.SL.1.A.a	a. following classroom listening rules	SL.3.1.b	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3.SL.1.A.b	b. ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others	SL.3.1.c SL.3.3	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Ask and answer question s about information from a speaker, offering appropriate elaboration and detail.
3.SL.1.A.c	c. following three-step instructions, according to classroom expectations		
	2. Listen for entertainment		
SL.2.A	A. Entertainment (No 6-12 Correlation)		
3.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
	3. Speak effectively in collaborative discussions		
SL.3.A	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
3.SL.3.A.a	a. come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	SL.3.1.a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
3.SL.3.A.b	b. responding appropriately to discussion in a variety of settings, according to classroom expectations	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3rd Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
3.SL.3.A.c	c. expressing opinion of read-alouds and independent reading topics	SL.3.1.d SL.3.2	Explain own ideas and understanding in light of the discussion. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	4. Speak effectively when presenting		
SL.4.A	A. Presenting (6-12 Correlation Speaking/Listening 2A, 2B, 2C)		
	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
3.SL.4.A.a	a. using presentation skills and/or appropriate technology	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.4.A.b	b. presenting information with clear ideas and details speaking clearly at an understandable pace	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
3.SL.4.A.c	c. giving an informal presentation, using a variety of media	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.4.A.d	d. using academic language and conventions	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.SL.4.A.e	e. choosing words and phrases for effect (adjectives, action verbs, figurative language)	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
	Reading		
	1. Develop and apply skills to the reading process.		
R.1.A	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)		
	Develop and demonstrate reading skills in response to text by:		
4.R.1.A.a	a. drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	RL.4.1 RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.R.1.A.b	b. drawing conclusions by providing textual evidence of what the text says explicitly	RL.4.1 RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.R.1.A.c	c. monitoring comprehension and making corrections and adjustments when understanding breaks down	RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.1.B	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)		
	Develop an understanding of vocabulary by:		
4.R.1.B.a	a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots ,prefixes , and suffixes	L.4.4 RL.4.4 L.4.4.b	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4.R.1.B.b	b. using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words	L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4.R.1.B.c	c. completing analogies		
4.R.1.B.d	d. identifying the meaning of common idioms and figurative language	L.4.5 L.4.5.a L.4.5.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture} in context. Recognize and explain the meaning of common idioms, adages, and proverbs.
4.R.1.B.e	e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words	L.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.R.1.B.f	f. using conversational, general academic, and domain specific words and phrases	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
R.1.C	C. Making Connections (6-12 Correlation Reading Literary 3B)		
	Explain relevant connections between:		
4.R.1.C.a	a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.R.1.C.b	b. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame)		
R.1.D	D. Independent Text (No 6- 12 Correlation)		
	Read independently for multiple purposes over sustained periods of time by:	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4.R.1.D.a	a. reading text that is developmentally appropriate	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4.R.1.D.b	b. producing evidence of reading		
	2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.		
R.2.A	A. Fiction (6-12 Correlation Reading Literary 1A)		
	Read, infer, analyze, and draw conclusions to:		
4.R.2.A.a	a. summarize and sequence the events/ plot, and explain how past events impact future events, and identify the theme	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.R.2.A.b	b. describe the personality traits of characters from the thoughts, words, and actions	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
4.R.2.A.c	c. describe the interaction of characters including their relationships and how they change	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
4.R.2.A.d	d. compare and contrast the adventures or exploits of characters and their roles	RL.4.9	Compare and contrast the treatment of similar themes and topics (opposition of good/evil) and patterns of events (quest) in stories, myths, and traditional literature from different cultures.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.R.2.A.e	e. compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A, 2C)		
4.R.2.B.a	Read, infer and draw conclusions to: a. explain structural elements of poetry	RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
4.R.2.C.a	a. analyze how characters change from the beginning to the end of a play or film	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.R.2.C.b	b. explain structural elements of dramatic literature	RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.		
R.3.A	A. Text Features (6-12 Correlation Reading Informational 1A, 1C)		
	Read, infer and draw conclusions to:		
4.R.3.A.a	a. use multiple text features to locate information and gain an overview of the contents of text	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Grade 3)
4.R.3.A.b	b. describe the sequence of events, ideas, concepts or steps needed to carry out a procedure	RI.3.3 RI.4.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (grade 3) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.R.3.A.c	c. interpret and explain factual information presented graphically	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)		
	Read, infer and draw conclusions to:		
4.R.3.B.a	a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography		
4.R.3.B.b	b. analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis	RI.4.8 RI.4.1	Explain how an author uses reasons and evidence to support particular point in a text Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.R.3.B.c	c. explain how an author uses language to present information to influence what the reader thinks or does	RI.4.5 RI.4.8	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Explain how an author uses reasons and evidence to support particular point in a text
R.3.C	C. Text Structures (6-12 Correlation Reading Informational 2A)		
	Read, infer and draw conclusions to:		
4.R.3.C.a	a. distinguish fact from opinion in a text and explain how to verify what is a fact		
4.R.3.C.b	b. explain explicit and implicit relationships among ideas in texts	RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.R.3.C.c	c. explain author's purpose	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text
4.R.3.C.d	d. compare and contrast a firsthand and secondhand account of the same event or topic	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)		
	Read to develop an understanding of media and its components by:		
4.R.4.A.a	a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior		

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.R.4.A.b	b. explaining how various design techniques used in media influence the message		
4.R.4.A.c	c. comparing various written conventions used for digital media		
4.R.4.A.d	d. explaining text structures and graphics features of a web page and how they help readers to comprehend text	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	Reading Foundations		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	No expectations		
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
4.RF.3.A.a	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context	RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4.RF.3.A.b	b. reading root words, prefixes, and suffixes and important words from specific content curricula	L.4.4 L.4.4.b	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content choosing flexibly from a range of strategies. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
4.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
	Writing		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
	Follow a writing process to plan a first draft by:	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
		W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W.1.A.a	a. selecting a genre appropriate for conveying the purpose to an intended audience	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.1.A.b	b. formulating questions related to the topic		
4.W.1.A.c	c. accessing prior knowledge or building background knowledge related to the topic		
4.W.1.A.d	d. using a prewriting strategy	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.1.B.a	a. generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.1.B.b	b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.1.B.c	c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.1.B.d	d. addressing an appropriate audience	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.1.C	C. Revise/Edit (6-12 Correlation Writing 3A)		
	Reread, revise and edit drafts with assistance to:	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.W.1.C.a	a. develop and strengthen writing by revising <ul style="list-style-type: none"> main idea sequence (ideas) focus beginning/middle/end details/facts (from multiple sources, when appropriate) word choice (related to the topic) sentence structure transitions audience/purpose voice 	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W.1.C.b	b. edit for language conventions	L.4.1 L.4.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.1.D	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)		
	With assistance from adults/peers:	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
4.W.1.D.a	a. use technology, including the Internet, to produce and publish writing		
4.W.1.D.b	b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting		
	2. Compose well-developed writing texts for audience and purpose.		
W.2.A	A. Opinion/Argumentative (6-12 Correlation Writing 2A)		
	Write opinion texts that:	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4.W.2.A.a	a. introduce a topic or text being studied using an introductory paragraph	W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
4.W.2.A.b	b. state an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details	W.4.1.a W.4.1.b	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details.
4.W.2.A.c	c. use specific and accurate words that are related to the topic, audience and purpose	L.4.3.a	Choose words and phrases to convey ideas precisely.
4.W.2.A.d	d. contain information using student's original language, except when using direct quotation from a source	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.W.2.A.e	e. reference the name of the author(s) or name of the source used for details or facts included in the text	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.2.A.f	f. use transitions to connect opinion and reason	W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4.W.2.A.g	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	W.4.1.d	Provide a concluding statement or section related to the opinion presented.
W.2.B	B. Informative/Explanatory (6-12 Correlation Writing 2A)		
	Write informative/ explanatory texts that:	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4.W.2.B.a	a. introduce a topic using a topic sentence in an introductory paragraph	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4.W.2.B.b	b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.W.2.B.c	c. use specific, relevant and accurate words that are suited to the topic, audience, and purpose	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
4.W.2.B.d	d. contain information using student’s original language, except when using direct quotations from a source	L.4.3.a	Choose words and phrases to convey ideas precisely.
		SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually, quantitatively and orally.
		W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
4.W.2.B.e	e. use transitions to connect categories of information	W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4.W.2.B.f	f. use text structures when useful	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4.W.2.B.g	g. create a concluding paragraph related to the information	W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.2.C	C. Narrative/Literary (6-12 Correlation Writing 2A)		
	Write fiction or non-fiction narratives and poems that:	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
4.W.2.C.a	a. establish a setting, situation/topic and introduce a narrator and/or characters	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.W.2.C.b	b. use narrative techniques, such as dialogue, motivation and descriptions	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
4.W.2.C.c	c. organize an event sequence that unfolds naturally to establish a beginning/middle/end	W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
4.W.2.C.d	d. use a variety of transitions to manage the sequence of events	W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
4.W.2.C.e	e. use specific, relevant and accurate words that are suited to the topic, audience, and purpose	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
		L.4.3.a	Choose words and phrases to convey ideas precisely
	3. Gather, analyze, evaluate and use information from a variety of sources		
W.3.A	A. Research Process (6-12 Correlation Writing 1A)		
	Apply research process to:		
4.W.3.A.a	a. generate a list of subject appropriate topics		
4.W.3.A.b	b. create a research question to address relevant to a chosen topic	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.3.A.c	c. identify a variety of relevant sources, literary and informational	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
		W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
4.W.3.A.d	d. use organizational features of print and digital sources efficiently to locate information	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.3.A.e	e. convert graphic/visual data into written notes	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.3.A.f	f. determine the accuracy of the information gathered	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
4.W.3.A.g	g. differentiate between paraphrasing and plagiarism when using ideas of others		
4.W.3.A.h	h. record bibliographic information from sources according to a standard format		
4.W.3.A.i	i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria		
	Language		
	1. Communicate using conventions of English language		

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:	L.4.1	Demonstrate command of the conventions of expectation English grammar and usage when writing or speaking.
4.L.1.A.a	a. use the “be” helping verbs with “ing” verbs	L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.L.1.A.b	b. use and order adjectives within sentences to conventional patterns	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.L.1.A.c	c. use progressive verbs to show past, present, and future	L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.L.1.A.d	d. use adverbs in writing	L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified. (Grade 2)
4.L.1.A.e	e. use subject/verb agreement with 1 st , 2 nd , and 3 rd person pronouns	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.* Grade 3
4.L.1.A.f	f. use prepositions	L.4.1.e	Form and use prepositional phrases.
4.L.1.A.g	g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions	L.3.1.h	Use coordinating and subordinating conjunctions. (grade 3)
4.L.1.A.h	h. produce and expand the complete, simple and compound four types of sentences	L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Grade 1)
		L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run- ons.
4.L.1.A.i	i. correct sentence fragments and run-on sentences in writing	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run- ons.
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:	L.4.2	Demonstrate command of the conventions of expectation English capitalization, punctuation, and spelling when writing.
4.L.1.B.a	a. write legibly		
4.L.1.B.b	b. punctuate a dialogue between two or more characters	L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
4.L.1.B.c	c. insert a comma before a coordinating conjunction in a compound sentence	L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
4.L.1.B.d	d. capitalize proper adjectives		
4.L.1.B.e	e. use correct capitalization	L.4.2.a	Use correct capitalization.
4.L.1.B.f	f. spell words with suffixes by dropping or leaving the final ‘e’	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.L.1.B.g	g. spell words ending in the long ‘e’ sound	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
4.L.1.B.h	h. alphabetize reference sources		
4.L.1.B.i	i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context	RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Speaking/Listening		
	1. Listen for a purpose		
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, 1C)		
	Develop and apply effective listening skills and strategies in formal and informal settings by:	SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
4.SL.1.A.a	a. following, generating, and justifying classroom listening rules	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
4.SL.1.A.b	b. pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others	SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
4.SL.1.A.c	c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations		
	2. Listen for entertainment		
SL.2.A	A. Entertainment (No 6-12 Correlation)		
4.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. generating and following active listening rules, according to classroom expectations	SL.4.1 SL.4.1.b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
	3. Speak effectively in collaborative discussions		
SL.3.A	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

4th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
4.SL.3.A.a	a. contributing to discussion after listening to others' ideas, according to classroom expectations	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
		SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
		SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
4.SL.3.A.b	b. expressing opinions of read-alouds and independent reading and relating opinion to others		
	4. Speak effectively when presenting		
SL.4.A	A. Presenting (6-12 Correlation Speaking/Listening 2A, 2B, 2C)		
	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
4.SL.4.A.a	a. paraphrasing portions of a text read aloud or information presented in diverse media and formats	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.4.A.b	b. using efficient presentation skills with available resources	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.4.A.c	c. incorporating descriptive and sequential details in a student designed or teacher assigned topic	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.4.A.d	d. giving a formal presentation to classmates, using a variety of media	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.4.A.e	e. speaking with expression and fluency	SL.4.6	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.4.A.f	f. adjusting formal/informal language according to context and topic	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

5th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
	Reading		
	1. Develop and apply skills to the reading process.		
R.1.A	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)		
	Develop and demonstrate reading skills in response to text by:		
5.R.1.A.a	a. drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL.5.1 RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.R.1.A.b	b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text	RL.5.1 RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.R.1.A.c	c. monitoring comprehension and making corrections and adjustments when understanding breaks down	RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.1.B	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)		
	Develop an understanding of vocabulary by:		
5.R.1.B.a	a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words , prefixes and suffixes through context	RL.5.4 L.5.4.b	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
5.R.1.B.b	b. using context to determine meaning of unfamiliar or multiple meaning words	L.5.4.a L.5.4	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
5.R.1.B.c	c. constructing analogies		
5.R.1.B.d	d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text	L.5.5.a L.5.5.b	Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs.
5.R.1.B.e	e. identifying and using words and phrases that signal contrast, addition, and other logical relationships	L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5.R.1.B.f	f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	L.5.4.c	Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices

5th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
5.R.1.B.g	g. using conversational, general academic, and domain specific words and phrases	L.5.6	Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships.
R.1.C	C. Making Connections (6-12 Correlation Reading Literary 3B)		
	Compare, contrast, and analyze relevant connections between:		
5.R.1.C.a	a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.R.1.C.b	b. text to world (text ideas and the world by responding to literature reflects a culture and historic time frame)	RI.5.9	
R.1.D	D. Independent Text (No 6- 12 Correlation)		
	Read independently for multiple purposes over sustained periods of time by:		
5.R.1.D.a	a. reading text that is developmentally appropriate	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
5.R.1.D.b	b. producing evidence of reading	RI.5.10	
	2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.		
R.2.A	A. Fiction (6-12 Correlation Reading Literary 1A)		
	Read, infer, analyze, and draw conclusions to:		
5. R.2.A.a	a. compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts	RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
5.R.2.A.b	b. explain the theme or moral lesson, conflict and resolution in a story or novel	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
5.R.2.A.c	c. describe how a narrator’s or speaker’s point of view influences events	RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
5.R.2.A.d	d. recognize foreshadowing		

5th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
5.R.2.A.e	e. explain the effect of a historical event or movement in a work of literature	RI.5.3	Explain the effect of a historical event or movement
5.R.2.A.f	f. introduce origin myths and culturally significant characters and events in mythology		
5.R.2.A.g	g. introduce different forms of third-person points of view in stories	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
5.R.2.B.a	a. explain how poets use sound and visual elements in poetry		
5.R.2.B.b	b. identify forms of poems	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)		
	Read, infer and draw conclusions to:		
5.R.2.C.a	a. analyze the similarities between an original text and its dramatic adaptation	RL.4.7 RL.5.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.R.2.C.b	b. identify structural elements of dramatic literature	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.R.2.C.c	c. evaluate the critical impact of sensory details, imagery, and figurative language	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.		
R.3.A	A. Text Features (6-12 Correlation Reading Informational 1A, 1C)		
	Read, infer and draw conclusions to:		
5.R.3.A.a	a. use multiple text features and graphics to locate information and gain an overview of the contents of text information	RI.5.7 RI.3.5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

5th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
5.R.3.A.b	b. interpret details from procedural text to complete a task, solve a problem, or perform procedures	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
5.R.3.A.c	c. interpret factual or quantitative information	RI.5.7 RI.4.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)		
	Read, infer and draw conclusions to:		
5.R.3.B.a	a. evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.R.3.B.b	b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.R.3.B.c	c. verify facts through established methods		
5.R.3.B.d	d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.R.3.B.e	e. recognize exaggerated, contradictory, or misleading statements		
5.R.3.B.f	f. explain the type of evidence used to support a claim in a persuasive text		
5.R.3.B.g	g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
R.3.C	C. Text Structures (6-12 Correlation Reading Informational 2A)		
	Read, infer and draw conclusions to:		
5.R.3.C.a	a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life		
5.R.3.C.b	b. explain the difference between a stated and implied purpose for an expository text	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
5.R.3.C.c	c. analyze how the pattern of organization of a text influences the relationships	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.R.3.C.d	d. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.R.3.C.e	e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)		
	Read to develop an understanding of media and its components by:		
5.R.4.A.a	a. explaining how messages conveyed in various forms of media are presented differently		
5.R.4.A.b	b. comparing and contrasting the difference in techniques used in media		
5.R.4.A.c	c. identifying the point of view of media presentations		
5.R.4.A.d	d. analyzing various digital media venues for levels of formality and informality		
5.R.4.A.e	e. explaining textual and graphics features of a web page and how they help readers to comprehend text	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	Reading Foundations		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	No expectations		
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:	RF.5.3.a	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in
5.RF.3.A.a	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context		

5th Grade ELA

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2017 – 2018 school year.)		Missouri Learning Standards (Adopted 2010, transitioning out, assessed through the 2016 – 2017 school year.)	
5.RF.3.A.b	b. reading roots words, prefixes, and suffixes and important words from all specific content curricula	L.5.4.b	context and out of context. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
5.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF.5.4 RF.5.4.a RF.5.4.b RF.5.4.c	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
	Follow a writing process to plan a first draft by:		
5.W.1.A.a	a. selecting a genre appropriate for conveying the purpose to an intended audience	W.5.4 W.5.5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.1.A.b	b. formulating questions related to the topic		
5.W.1.A.c	c. accessing prior knowledge or building background knowledge related to the topic		
5.W.1.A.d	d. using a prewriting strategy	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5.W.1.B.a	a. choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre		
5.W.1.B.b	b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph		
5.W.1.B.c	c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure		

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5.W.1.B.d	d. restating the overall main idea in the concluding statement		
5.W.1.B.e	e. addressing an appropriate audience, organization, and purpose		
W.1.C	C. Revise/Edit (6-12 Correlation Writing 3A)		
	Reread, revise, and edit drafts with assistance to:	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.1.C.a	a. develop and strengthen writing by revising <ul style="list-style-type: none">• main idea• sequence (ideas)• focus• organizational structure• details/facts (from multiple sources, when appropriate)• word choice (related to the topic)• sentence structure• transitions• audience/purpose• voice	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.1.C.b	b. edit for language conventions	L.5.1 L.5.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)		
	With assistance from adults/peers:	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
5.W.1.D.a	a. use technology, including the Internet, to produce and publish writing		
5.W.1.D.b	b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting		
	2. Compose well-developed writing texts for audience and purpose.		
W.2.A	A. Opinion/Argumentative (6-12 Correlation Writing 2A)		
	Write opinion texts that:	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
5.W.2.A.a	a. introduce a topic or text being studied using an introductory paragraph that clearly supports the writer’s purpose	W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
5.W.2.A.b	b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details	W.5.1.b	Provide logically ordered reasons that are supported by facts and details.

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5.W.2.A.c	c. use specific and accurate words that are related to the topic, audience, and purpose	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships {e.g., however, although, nevertheless, similarly, moreover, in addition}.
5.W.2.A.d	d. contain information using student’s original language, except when using direct quotation from a source	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.2.A.e	e. reference the name of the author(s) or name of the source used for details or facts included in the text	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
5.W.2.A.f	f. use transitions to connect opinion and reason	W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
5.W.2.A.g	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	W.5.1.d	Provide a concluding statement or section related to the opinion presented.
W.2.B	B. Informative/Explanatory (6-12 Correlation Writing 2A)		
	Write informative/ explanatory texts that:	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5.W.2.B.a	a. introduce a topic using a topic sentence in an introductory paragraph	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
5.W.2.B.b	b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
5.W.2.B.c	c. use an organizational format that suits the topic		
5.W.2.B.d	d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.2.B.e	e. contain information using student’s original language, except when using direct quotations from a source	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.2.B.f	f. use transition words to connect ideas within and across categories of information	W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
5.W.2.B.g	g. use text structures when useful	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

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5.W.2.B.h	h. create a concluding paragraph related to the information	W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.2.C	C. Narrative/Literary (6-12 Correlation Writing 2A)		
	Write fiction or non-fiction narratives and poems that:	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5.W.2.C.a	a. establish a setting, situation/topic and introduce a narrator and/or characters	W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.W.2.C.b	b. use narrative techniques, such as dialogue, motivation, and descriptions	W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.W.2.C.c	c. organize an event sequence that unfolds naturally to establish a beginning/middle/end	W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
5.W.2.C.d	d. use a variety of transitions to manage the sequence of events	W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
5.W.2.C.e	e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	3. Gather, analyze, evaluate and use information from a variety of sources		
W.3.A	A. Research Process (6-12 Correlation Writing 1A)		
	Apply research process to:	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
5.W.3.A.a	a. generate a list of subject appropriate topics		
5.W.3.A.b	b. formulate and refine an open-ended researchable question		
5.W.3.A.c	c. follow guidelines for collecting and recording information		
5.W.3.A.d	d. select relevant resources, literary and informational	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.3.A.e	e. assess relevance, accuracy, and reliability of information in print and digital sources	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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5.W.3.A.f	f. convert graphic/visual data into written notes	W.5.9 W.5.9.a W.5.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
5.W.3.A.g	g. differentiate between paraphrasing and plagiarism when using ideas of others	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.3.A.h	h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria		
5.W.3.A.i	i. record bibliographic information from sources according to a standard format	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (grade 6)
	Language		
	1. Communicate using conventions of English language		
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:	L.5.1	Demonstrate command of the conventions of expectation English grammar and usage when writing or speaking.
5.L.1.A.a	a. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	L.3.1.a L.5.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Grade 3) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5.L.1.A.b	b. use relative pronouns and relative adverbs	L.4.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (Grade 4)
5.L.1.A.c	c. use pronouns consistently across a text	L.3.1.f	Ensure subject-verb and pronoun- antecedent agreement. (Grade 3)
5.L.1.A.d	d. use and correct verb tenses	L.5.1.c L.5.1.b L.5.1.d	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.

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5.L.1.A.e	e. produce a variety of complex sentences in writing		
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:		
5.L.1.B.a	a. write legibly		
5.L.1.B.b	b. use a comma before a coordinating conjunction when writing compound sentences	L.5.2.a	Use a comma before a coordinating conjunction when writing compound sentences (grade 4)
5.L.1.B.c	c. use a comma to separate an introductory clause in a complex sentence	L.4.2.b	Use a comma to separate an introductory element from the rest of the sentence.
5.L.1.B.d	d. use a comma to set off the words <i>yes</i> and <i>no</i>	L.5.2.b	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
5.L.1.B.e	e. use italics when keyboarding titles of books, magazines, and newspapers	L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
5.L.1.B.f	f. use underlining when writing titles of books, magazines, and newspapers	L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
5.L.1.B.g	g. use quotation marks when writing titles of stories, songs, poems, articles	L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
5.L.1.B.h	h. use apostrophes in singular nouns to show possession	L.3.2.d	Form and use possessives. (grade 3)
5.L.1.B.i	i. write apostrophes in regular plural nouns to show possession	L.3.2.d	Form and use possessives. (grade 3)
5.L.1.B.j	j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context	L.5.3.e	Spell grade-appropriate words correctly, consulting references as needed.
	Speaking/Listening		
	1. Listen for a purpose		
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, 1C)		
	Develop and apply effective listening skills and strategies in formal and informal settings by:	SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
5.SL.1.A.a	a. following agreed upon rules for listening and fulfilling discussion rules independently	SL.5.1.a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.

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5.SL.1.A.b	b. posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others	SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.1.A.c	c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations		
5.SL.1.A.d	d. listening for speaker's message and summarizing main points based on evidence		
	2. Listen for entertainment		
SL.2.A	A. Entertainment (No 6-12 Correlation)		
5.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills	SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	3. Speak effectively in collaborative discussions		
SL.3.A	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
5.SL.3.A.a	a. summarizing points made by others before presenting own ideas, according to classroom expectations	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.3.A.b	b. providing and evaluating evidence to support opinion	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	4. Speak effectively when presenting		
SL.4.A	A. Presenting (6-12 Correlation Speaking/Listening 2A, 2B, 2C)		
	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5.SL.4.A.a	a. using efficient presentation skills with available resources using a variety of media	SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.4.A.b	b. planning an appropriate presentation, based on audience	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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5.SL.4.A.c	c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.